



National Park Service  
U.S. Department of the Interior

Fort Stanwix  
National Monument

112 E Park Street  
Rome, NY 13440

315 338-7730 phone  
315 334-5051 fax  
[www.nps.gov/fost](http://www.nps.gov/fost)

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## Soldier's Day Field Trip

### *Lesson Plans*

Dear Teacher,

Welcome to the Soldier's Day immersion experience at Fort Stanwix National Monument! We look forward to having you and your "new recruits" with us at the park for a glimpse into life as a Continental Soldier.

The Soldier's Day program is 2.5 hours in length culminating with a 30-minute lunch, for a total of 3 hours at the park. Throughout their "enlistment", your classroom lessons will come to life as the sights, smells, and sounds of a frontier fort engage them the moment they step off the bus. Directed by park staff and peer leaders, your students will fulfill the three main duties of a soldier and much more as they step back into the year 1778.

To ensure the onsite program provides the most enriching experience possible, the park has provided a series of required pre-visit lessons for you to use in the classroom. These, along with other useful links, are listed below.

If you have any questions or concerns about the Soldier's Day program, please contact the park education coordinator at [val\\_morgan@nps.gov](mailto:val_morgan@nps.gov) or 315-338-7730.

Sincerely,

The Fort Stanwix National Monument Interpretive Staff

#### **Before Your Visit**

Program Reservation Form

Onsite Program Outline

**Student Handout:** Important Suggestions for a Great Soldier's Day

**Teacher Resource:** Soldier's Day Checklist

**Lesson 1** – Enlistment Day

**Lesson 2** – What Does a Soldier Do?

**Lesson 3** – What Would You Do If...?

**Lesson 4** – Marching Orders

**Teacher Resource:** Pre-Visit Extension Activity – Make Your Own Haversack

**Teacher Resource:** Pre-Visit Extension Activity – Field Rations

#### **During Your Visit**

Refer to: Onsite Program Outline

#### **After Your Visit**

**Post Visit Lesson** – A Letter "Home"

**Teacher Resource:** Feedback Form



## Fort Stanwix Education Program Request

**Instructions:** Thank you for your interest in visiting Fort Stanwix National Monument. If you would like to schedule a program, please fax or e-mail your completed form using the information below. You will receive confirmation by e-mail within one week of the park's receipt of your request.  
For program descriptions, please see the "Plan a Field Trip" section of the park website:  
[www.nps.gov/fost/forteachers/planafieldtrip.htm](http://www.nps.gov/fost/forteachers/planafieldtrip.htm)

**Fax:** (315) 334-5051

ATTN: Education Coordinator

**E-Mail:** [Val\\_Morgan@nps.gov](mailto:Val_Morgan@nps.gov)

ATTN: Education Program Request

**\*NOTE:** In order for your information to be saved on the form, please save it under a new file name.\*

**Teacher Name:** \_\_\_\_\_

**Teacher E-Mail:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**School Address:** \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

**Teacher Phone:** \_\_\_\_\_ **Best Time To Call:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_

**Number of Classes:** \_\_\_\_\_

**Number of Students:** \_\_\_\_\_

**Number of Adults:** \_\_\_\_\_ (minimum of 1 per 10 students)

**Program Choice:** All programs are 90 minutes with the exception of the "Soldier's Day" & "Holiday Treasures" programs.

☐ 18th Century Me (Preschool Offsite)

☐ 21 Days (Intermediate)

☐ My New Home (Primary)

☐ Soldier's Day - *Two Hours* (Intermediate/Junior High)

☐ The Fort Community (Primary)

☐ High School

☐ Holiday Treasures - *Two Hours* (Primary)  
*mid-November through late December*

☐ Higher Education

☐ Garrison Life (Intermediate)

☐ Why Should We Remember? (All Ages)  
*Oriskany Battlefield State Historic Site*

**Date Choice:** **First Choice:** \_\_\_\_\_ **Time:** ☐ 10 am ☐ 1:15 pm

**Second Choice:** \_\_\_\_\_ **Time:** ☐ 10 am ☐ 1:15 pm

**Third Choice:** \_\_\_\_\_ **Time:** ☐ 10 am ☐ 1:15 pm

**Special Requests & Concerns:** Should the park be aware of any accessibility or special learning needs? Please describe:  
\_\_\_\_\_  
\_\_\_\_\_

Would your group like to self-guide before or after the main program?

☐ Before ☐ No  
☐ After

Would your group like to lunch on site before or after the program?

☐ Before ☐ No  
☐ After

Would your group like to visit the gift shop after the program?

☐ Yes ☐ No

**EXPERIENCE YOUR AMERICA™**

The National Park Service cares for special places saved by the American people so that all may experience our heritage.

<<V.01.11.14>>

## Teacher Resource: Onsite Program Description

### *Soldier's Day*

<b>Essential Question</b>	What was a Continental soldier's life like in a wilderness fort?
<b>Educational Goal</b>	This program provides a <b>hands-on experience</b> into some of the sacrifices the Continental Soldier made in fighting for independence.
<b>Behavioral Objectives</b>	Students will - <ul style="list-style-type: none"> <li>• Demonstrate the 3 main duties of a soldier</li> <li>• Identify at least 4 reasons a person chose to enlist in the Continental Army.</li> <li>• Compare and contrast the ideal and actual circumstances of the American Revolution.</li> </ul>
<b>New York State Core Curriculum (Social Studies)</b>	<b>Grade 4:</b> The Revolutionary War in New York State <b>Grade 5:</b> History of the United States, Canada, and Latin America <b>Grade 7:</b> Unit Three, Topic II: The Shift From Protest to Separation
<b>New York State Social Studies Standards</b>	<b>Standard 1.4 (Elementary):</b> Consider the different interpretations of key events and/or issues in history and understand the differences in these accounts <b>Standard 1.4 (Intermediate):</b> Consider the sources of historic documents, narratives, or artifacts and evaluate their reliability <b>Standard 2.4 (Elementary):</b> Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world <b>Standard 2.4 (Intermediate):</b> Investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions
<b>Materials</b>	<i>Required:</i> Enlistment forms, lunches <i>Optional:</i> Haversacks, "uniforms," canteens/water bottles
<b>When You Arrive</b>	Meeting Place: <ul style="list-style-type: none"> <li>• A ranger will meet your group in front of the Marinus Willett Center on James St.</li> <li>• Any preliminary restroom breaks will be handled at this time.</li> <li>• Please have each class "company" stand together in two rows. The Sergeant should lead the class (with a red epaulet) with the Corporals (each with a green epaulet) leading each line.</li> </ul> Orientation: <ul style="list-style-type: none"> <li>• The ranger working with your group will provide a brief orientation to the group to ensure everyone understands the format of the day and a basic understanding of the time period they will be learning about during the visit.</li> </ul>
<b>Lunch</b>	<ul style="list-style-type: none"> <li>• Lunch is typically at 12:30 pm, at the conclusion of the activities.</li> <li>• Lunches will be stored inside the fort. The ranger working with your group will let you know to put them for safe keeping until lunch time.</li> <li>• Fort Stanwix National Monument is a pack-in, pack-out facility. Please prepare to take any trash generated from your visit with you when you leave the park.</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>• Everyone is encouraged to bring a canteen or water bottle (with a strap) to carry throughout the program.</li> <li>• We will provide several drink breaks throughout the program. Students will be encouraged to drink and fill up their canteens from the water fountain in the Gregg Barracks.</li> <li>• We are unable to provide any first aid equipment other than adhesive bandages. Please ensure one of the adults in your group is designated as the first aid contact and has any equipment you may need for the duration of your stay at the park.</li> <li>• In the case of an emergency, park staff will call 911.</li> </ul>
<b>Program Format</b>  <i>Common Core Goals:</i> Gr. 4: SL.4.1a-d Gr. 5: SL.5.1a-d Gr. 7: RH.6-8.9 Gr.7: RH.11-12.9	A typical* Soldier's Day Program follows this format: <ul style="list-style-type: none"> <li>• Arrival and orientation at the Willett Center</li> <li>• March into the fort</li> <li>• Introduction to the barracks and review of causes of the American Revolution, duties of a soldier, etc.</li> <li>• Fatigue and Guard duties (every company will have the opportunity to complete each duty)</li> <li>• Drill with muskets</li> <li>• Musket demonstration**</li> <li>• Pay and discharge from the Army</li> <li>• Lunch</li> </ul> <p><i>*Modifications to the program may be made due to weather. Park staff make every effort to ensure any modifications remain as close as possible to the original format, and program goals and objectives are met.</i></p> <p><i>**Weather and staff dependent</i></p>

## Student Handout: Health and Safety Tips



### Important Suggestions for a Great Soldier's Day Experience



Congratulations on becoming a soldier in the 3<sup>rd</sup> NY Regiment! The Soldier's Day field trip at Fort Stanwix will be fun, exciting, and probably very different from any other field trip you've taken. During your time at the fort, you will be doing many of the things the soldiers did over 200 years ago! Here are some things to keep in mind before your trip that will keep you safe and healthy:

- **Make sure you eat a big, healthy breakfast the day of the trip.** The things you will be doing during the program take a lot of energy, and only eating a cupcake or just having a glass of juice for breakfast does not give you the energy you will need. A suggestion that will fill you up and give you the energy you need is some sort of protein (like eggs, ham, or peanut butter) and some fruit along with a healthy drink.
- **Drink a lot - even no matter what the temperature!** Remember, you will be exercising a lot during the day. If you can, bring a canteen of water with you. If you don't have a canteen, tie a piece of yarn around a water bottle so it will fit across you like a canteen. It is also a good idea to pack 100% juice or water (soda is not a good idea) in your lunch to make sure that your body gets the nutrition it needs for the rest of the day.
- **Wear the right clothes for the weather.** Most of your time at the fort will be spent outside. If you are traveling more than one hour to get to the fort, check the weather forecast for Rome, NY on the day of your trip. If it will be rainy, make sure that you have a raincoat, hat, or poncho to cover your head - but not an umbrella. You will need your hands free the entire time you are at the fort.



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# Soldier's Day Teacher Checklist



## Prior to Day of Trip

- Each class has 1 Sergeant and 2 Corporals, and they understand the leadership responsibilities of their rank.
- Students have completed at least Pre-Visit Lesson 4 provided on the Fort Stanwix National Monument website.
- "Important Suggestions..." paper has been given to each of the students/parents as an introduction to the program.

## Day of Trip

- Students have water bottles with straps or canteens to stay hydrated during the program.
- Students are wearing comfortable clothing and shoes appropriate for long periods of physical activity.
- Students have their completed enlistment forms somewhere with them.
- Students know the password for the guards at the front gate.
- Lunches for students and adult chaperones are with the group.
- One (or more) of the adult chaperones has been designated "point-of-contact" for first aid, and has 1<sup>st</sup> aid kit with them.

# Lesson 1

## Enlistment Day!

Essential Question	How does the reaction to one person's rules affect an entire nation?
Educational Goal	This lesson will serve as a review of the causes of the American Revolution as well as an introduction to life as a Continental Soldier.
Behavioral Objectives	Students will – <ul style="list-style-type: none"> <li>State at least 3 issues which led to the start of the American Revolution.</li> <li>Sign enlistment forms for the 3NY Regiment.</li> <li>Determine what they would need for a 3 year enlistment with the Continental Army.</li> <li>Choose peer leaders (Corporals and Sergeant) for the Soldier's Day Program.</li> </ul>
New York State Core Curriculum (Social Studies)	<b>Grade 4:</b> Colonial and Revolutionary Periods; causes for revolution: social, political, and economic <b>Grade 5:</b> History of the United States, Canada, and Latin America; Different people living in the Western Hemisphere may view the same event or issue from different perspectives. <b>Grade 7:</b> A Nation is Created, Background Causes of the American Revolution
New York State Social Studies Standards	<b>Standard 1.4 (Elementary):</b> Consider different interpretations of key events and/or issues in history and understand the differences in these accounts. <b>Standard 1.4 (Intermediate):</b> Understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives <b>Standard 2.4 (Elementary):</b> Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world. <b>Standard 2.4 (Intermediate):</b> Investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions.
Prerequisites	Causes of the American Revolution
Vocabulary	Enlist, Continental Army, Corporal, Sergeant <ul style="list-style-type: none"> <li>Enlist - to join the military</li> <li>Continental Army – the American Army during the Revolutionary war</li> <li>Sergeant – soldier in charge of a small group (around 10) of soldiers. <i>*In school, this rank would be equivalent to a Teacher's Assistant/Aide*</i></li> <li>Corporal – soldier that can be used as an example of a role model, and could take over in the Sergeant's absence. <i>*In school, it would be equivalent to a Citizen of the Month*</i></li> </ul>
Time	45-60 min.
Materials	recruiting information sheet, enlistment form, "Pack Your Pack" activity sheet <i>Optional:</i> fife and drum music, quill pens and inkwells
Intro./Anticipatory  <i>Common Core Goals:</i> Grade 4: RI.4.3, SL.4.1a-d Grade 5: RI.5.1, SL.5.1a-d Grade 7: RI.7.4, SL.7.1a-d	<ol style="list-style-type: none"> <li>Recruiting Party! Set up the room as a recruiting station with a long table at one end with the enlistment forms and pencils/pens. <i>(To create a more authentic mood, quill pens and ink are available in many places to use for signing.)</i> Many of the recruiting parties during the American Revolution had fifes and drums with them. If possible (maybe with help from the music teacher), play a fife and drum CD for mood.</li> <li>Rally the troops into enlisting by reviewing the causes of the American Revolution. After, have students line up at the table and sign enlistment forms. <b><i>Students should have these with them upon arrival at the fort for the Soldier's Day program.</i></b> You may also use this time to discuss how many people "made their mark" when enlisting because they were unable to write their names.</li> </ol>
Development  <i>Common Core Goals:</i> Grade 4: SL.4.3 Grade 5: SL.5.3 Grade 7: SL.7.3	Choose a Sergeant and Corporals for the program. <b><i>For each class attending the program, there should be one (1) Sgt. and two (2) Cpls.</i></b> The Sergeant should have strong leadership skills (a loud voice helps, too). These qualities are also good for the Corporals to possess, as they will have the opportunity to lead the group during certain portions of the program. <i>*If possible, have the chosen students assume their roles within the classroom (i.e. line leader, classroom monitor, etc.). This helps to build the respect needed throughout the program.*</i>
Closure  <i>Common Core Goals:</i> Grade 4: W.4.8 Grade 5: W.5.8 Grade 7: W.7.1a	"Pack Your Pack" Activity*: Now that everyone is enlisted and the NCOs have been chosen, its time for the new recruits to pack up and leave for training! Place duffle bag/pack where students can see it: <ol style="list-style-type: none"> <li>Pass out "Pack Your Pack" activity sheets. Tell students to keep in mind what the Army is promising to give them.</li> <li>Give students 5-10 minutes to work individually or in small groups to complete activity. (If students are struggling with ideas, some suggestions are: clothes, eating utensils, paper, ink, and quill, toy or instrument, fire starting kit)</li> <li>Come together as whole group and share answers.</li> </ol> <b><i>*This activity sheet will be used again in another lesson, so students need to keep them.*</i></b>

## Teacher Resource: Lesson 1, Introductory Activity

### *Recruiting Information Sheet*

You may use this information in any way you want to entice the students into enlisting. Keep in mind that many of the people joining the enlisted ranks of the Continental Army were nearly or completely illiterate. Several original recruiting posters from the 18<sup>th</sup> century are formatted similar to today, with far more graphics than text.

- The length of enlistment in 1778 (the year that the Soldier's Day takes place) was either 3 years or the duration (length) of the war.
- Able bodied men between the ages of 16 and 60 were accepted into service. Although rare, field musicians could be as young as 12.
- New recruits were promised:
  - one meal every day
  - one new uniform\* per year (blanket and weapon are part of the uniform)
  - shelter
  - 6 and 2/3 dollars per month as a Private

Also,

- Due to the victory at Saratoga, alliances have been formed with France and The Netherlands in 1778. This means more money, weapons, and soldiers for us!
- Baron von Steuben began training the troops staying at Valley Forge throughout the winter between 1777 and 1778, transforming them into a superior fighting force. Now that winter has passed, many officers from throughout the Army have gone to receive training in the new way of soldiering.

\*Uniform consists of:

Regimental Coat  
Hat  
Shirt  
Neck Stock (leather band)  
Waistcoat (vest)  
Breeches or trousers  
Stockings  
Shoes



## Student Handout: Lesson 1, Introductory Activity

I \_\_\_\_\_ hear by enlist in the 3<sup>rd</sup> New York Regiment  
under the Command of Colonel Peter Gansevoort on this the \_\_\_\_\_ day of \_\_\_\_\_  
in the year Seventeen Hundred and Seventy Eight. I freely enlist into the Continental  
Army to protect the State of New York and United States from all her enemies both foreign  
and domestick.

Witnessed by:  
\_\_\_\_\_, Recruiting Serjeant

Christopher Hutton, Adjutant

I \_\_\_\_\_ hear by enlist in the 3<sup>rd</sup> New York Regiment  
under the Command of Colonel Peter Gansevoort on this the \_\_\_\_\_ day of \_\_\_\_\_  
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Army to protect the State of New York and United States from all her enemies both foreign  
and domestick.

Witnessed by:  
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Christopher Hutton, Adjutant

## Student Handout: Lesson 1, Closure Activity

## Pack Your Pack!

*Now that you've enlisted, you need to pack for a 3-year stay away from home. The Continental Army has given you a pack to put your things in, and you will be wearing your uniform. Once you fill your pack, that's it - you can't have anything else. What are you going to bring and why?*

*What will you put in here?*

[illegible]

## Lesson 2

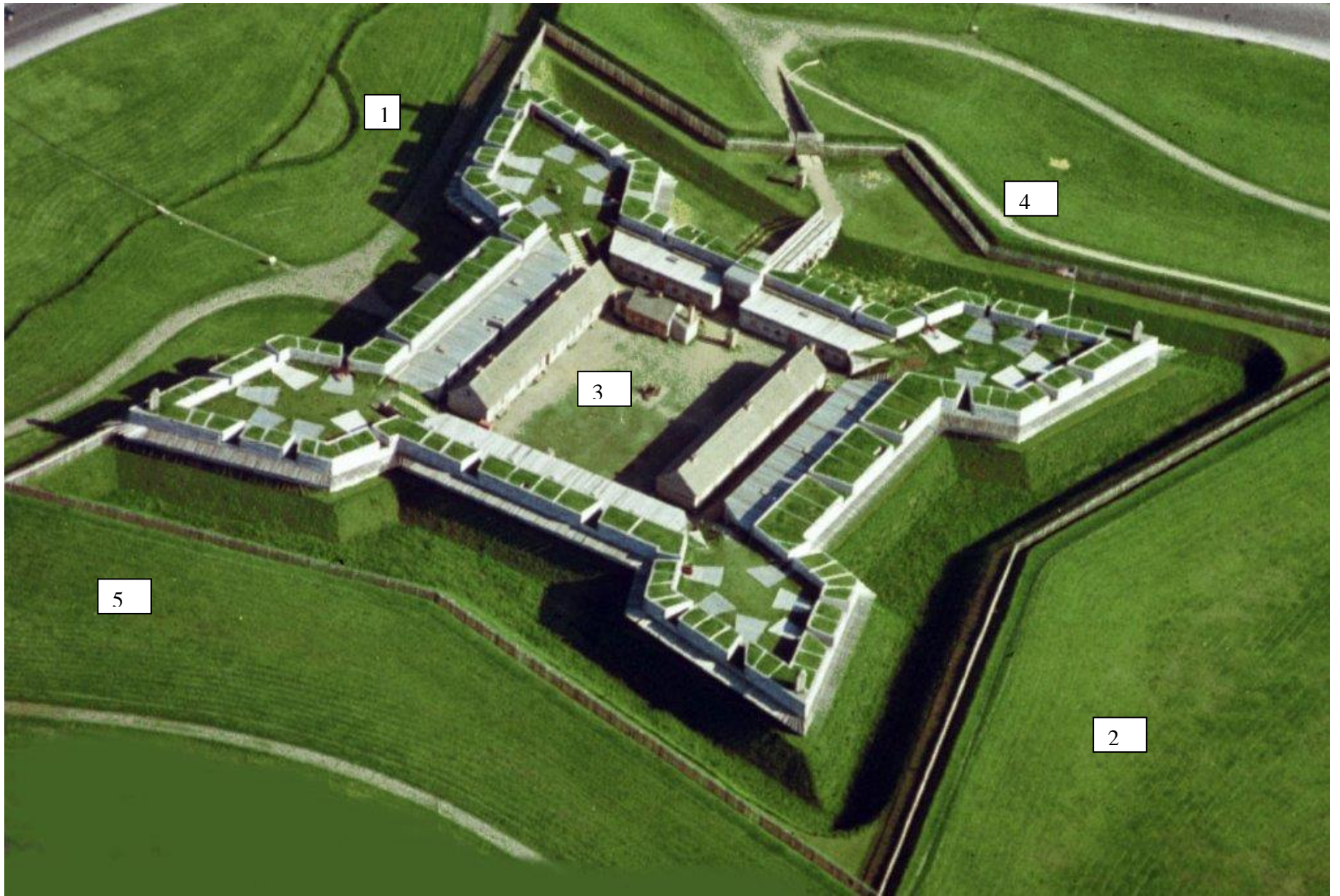
### What Does a Continental Soldier Do?

<b>Essential Question</b>	How did the daily duties of a Continental Soldier contribute to America's success during the Revolutionary War?		
<b>NYS Core Curriculum (Social Studies)</b>	<b>Gr. 4:</b> Loyalists and Patriots in New York State <b>Gr. 5:</b> Important historic figures and groups have made significant contributions to the development of Canada, Latin America, and the United States <b>Gr. 7:</b> To understand how the colonists were able to unite against British power to win a major military and political victory		
<b>NY State Social Studies Standards</b>	<b>Standard 2.2 (Elementary):</b> Distinguish between past, present, and future time periods. <b>Standard 2.4 (Intermediate):</b> Investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause and effect relationships, testing these hypotheses, and forming conclusions.		
<b>Educational Goal</b>	To introduce students to the three main duties of a Continental soldier.		
<b>Behavioral Objectives</b>	Students will – <ul style="list-style-type: none"> <li>Identify the 3 duties of a soldier</li> <li>Describe how each duty would help the army to succeed</li> <li>Discuss what could happen if each of these tasks were not performed</li> </ul>		
<b>Prerequisites</b>	Lesson 1		
<b>Vocabulary</b>	<b>Drill</b> – a regularly practiced exercise <b>Fatigue duty</b> – clean up/repair work <b>Sentry</b> – guard		
<b>Time</b>	90 min. (can be done in 30 minute sessions over three days)		
<b>Materials</b>	"Morristown, 1779" DBQ, "Sergeant of the Guard" Activity, Word Web, "Round and Round the Fort We Go" Activity		
<b>Intro./Anticipatory</b> <i>Common Core Goals:</i> <u>Guard Duty:</u> Gr. 4: W.4.1b Gr. 5: W.5.1b Gr. 7: W.7.a,b,c,e <u>Fatigue:</u> Gr. 4: SL.4.1c Gr. 5: SL.5.1c Gr. 7: SL.7.1d <u>Drill:</u> Gr. 4: SL.4.1b,c Gr. 5: SL.5.1b,c Gr. 7: SL.7.1b,c	<b><u>Guard Duty</u></b> <b>Activity</b> "Morristown, 1779" DBQ	<b><u>Fatigue</u></b> <b>Question and Answer</b> 1. Have any of you been so tired you could fall asleep even while you are doing something? <i>This is fatigue, the French word for tired.</i> 2. What things have you done to make you fatigued, or very tired?	<b><u>Drill</u></b> <b>Activity</b> "Round and Round the Fort We Go" 1. Pass out aerial photo of Fort Stanwix (face down). 2. Complete several timed trials with the students.
<b>Development</b> <i>Common Core Goals:</i> <u>Guard Duty:</u> Gr. 4: SL.4.6 Gr. 5: SL.5.6 Gr. 7: SL.7.3 <u>Fatigue:</u> Gr. 4: SL.4.1a-d Gr. 5: SL.5.1a-d Gr. 7: SL.7.4 <u>Drill:</u> Gr. 4: SL.4.1a-d Gr. 5: SL.5.1a-d Gr. 7: SL.7.4	<b>Activity</b> "Sergeant of the Guard"	<b>Discussion/Brainstorm</b> The military during the American Revolution – and now – use the word "fatigue" for chores. 1. What do you think a soldier might have to do for fatigue duty? Why? 2. Do you have fatigue duty at home? What do you do? 3. What fatigue duties do we have in our classroom? Why?	<b>Discussion</b> 1. How did you feel the first time you did the activity? Why? 2. Did you feel the same way after you did the activity a few times? 3. How did you feel when I _____? 4. How might you have felt if I had let you practice the activity first?
<b>Closure</b> <i>Common Core Goals:</i> <u>Guard Duty:</u> Gr. 4: L.4.3a Gr. 5: L.5.5c Gr. 7: L.7.5c <u>Fatigue:</u> Gr. 4: SL.4.1a-d Gr. 5: SL.5.1b,c Gr. 7: SL.7.1b,d <u>Drill:</u> Gr. 4: SL.4.1a-d Gr. 5: SL.4.1a-d Gr. 7: SL.7.4	<b>Activity</b> "Word Web" <i>Small group:</i> 1. Pass out Word Web" sheet. 2. Give groups 5 minutes to brainstorm and complete sheet. <i>Large group:</i> 1. Small groups share and defend their ideas.	<b>Activity</b> "Classroom/School Fatigue Duty" Complete one or more of the following activities: 1. Have the students clean out their desks, 2. or the classroom, or help the custodians with a school-wide cleaning project.	<b>Discussion/Brainstorm</b> This practice over and over is called "drill" in the army. 1. What things do you practice at home or at school? Why? 2. What might happen if you <u>don't</u> practice those things? 3. What was important for Continental soldiers to practice? Why? <i>Any defended answer may be accepted; stress the need for drill with weapons (musket or cannon) as being the most important to a soldier - life and death.</i>

## Teacher Resource: Lesson 2, Introductory Activity (*Drill*)

### *Round and Round the Fort We Go!*

<b>Activity Goal</b>	This activity will illustrate the importance and need for repetitive, “rote”, practice in order to master a given task with confidence.
<b>Preparation</b>	<ol style="list-style-type: none"><li>1. Place a copy of the aerial photo face down on each of the student’s desks.</li><li>2. Describe the activity:<ol style="list-style-type: none"><li>a. On your signal, they will flip the paper over.</li><li>b. Students will have 5 seconds to find each of the numbers (in order). They should complete this task by pointing to each of the numbers as they find them.</li></ol></li></ol>
<b>Activity</b>	<ol style="list-style-type: none"><li>1. Complete several 5 second timed trials (3-5). By this time, the students should have mastered the initial activity. If not, feel free to continue the initial activity until a majority of the students do feel confident.</li><li>2. Alter the activity by:<ol style="list-style-type: none"><li>a. Decreasing the time</li><li>b. Creating a distraction, such as making a repetitive loud noise, turning on and off the lights, throwing paper balls around the room (<i>This will simulate some of the battlefield distractions the soldiers faced such as musket fire, cannon and musket balls, etc.</i>)</li></ol></li><li>3. Complete several more 5 second trials with the change(s) until the students are able to master the activity.</li></ol>
<b>Conclusion</b>	See Development and Closure discussion questions on the Lesson 2 “What Does a Soldier Do?” sheet.



# MORRISTOWN, WINTER 1779

## TEACHER'S COPY



These Continental Soldiers are part of the army living in Morristown, NJ. From December 1779 to June 1780, these and many more soldiers lived, worked, and did their best to survive. Study the image, and then answer the questions below:

*Answers in red are suggested. Feel free to allow for additional student observations/responses.*

1. What do you see in the picture?

*hills, huts, a flag, soldiers, muskets, a twig, a bundle of sticks, a tree, a campfire, uniforms*

2. How would you describe the soldiers standing on the left side of the picture?

*standing, looking, cautious, quiet, protective, serious, working, well-dressed, cold*

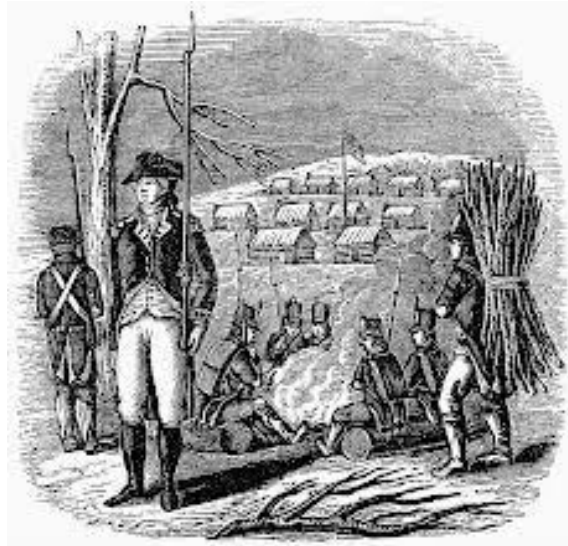
3. What work do you think these two soldiers are doing? Defend your answer.

*looking, guarding, watching*

4. Why do you think the work these two soldiers are doing is important to the other things you see in the picture?

*Answers may vary. Any response relating to the importance of safety is acceptable.*

# MORRISTOWN, WINTER 1779



These Continental Soldiers are part of the army living in Morristown, NJ. From June 1779 to June 1780 these and many more soldiers lived, worked, and did their best to survive. Study the image, and then answer the questions below:

1. What do you see in the picture?
2. How would you describe the soldiers standing on the left side of the picture?
3. What work do you think these two soldiers are doing? Defend your answer.
4. Why do you think the work these two soldiers are doing is important to the other things you see in the picture?

## Teacher Resource: Lesson 2, Development Activity (*Guard Duty*)

### *Sergeant of the Guard!*

*This activity can be timed to fit within a lesson block, but will have a greater impact if done on an ongoing basis throughout the day.*

Background	<p>Each day, the parole and countersign (passwords) at Fort Stanwix were changed in order to prevent the spread of the words beyond the garrison. Usually the words used had an easy-to-remember correlation, such as "Gansevoort/Albany,"* so the soldier's wouldn't find themselves locked in the guardhouse for forgetfulness.</p> <p>If someone came to the fort and did not know the countersign, the sentry would call out for the Sergeant of the Guard to take that person to the guardhouse for questioning in order to determine the validity of that person's need to be inside the fort. <i>This is quite like the check-in system most schools have at the Main Office.</i></p>
Additional Information	<p><i>*Colonel Peter Gansevoort was commander of the 3<sup>rd</sup> NY Regiment, which the students will be portraying during the Soldier's Day Program. The Gansevoort family was from Albany, NY, which the soldiers in the regiment knew, so it was very easy for them to recall.</i></p> <p><i>Sometimes the soldiers could receive a subtle reminder (cleanliness/health), or word of good news (America/victory) through the use of passwords.</i></p>
Activity	<p>Choose a parole and a countersign with your class. Using the background information as a guide, choose from the example situations (i.e. good news) to create a set of passwords that is specific to your class. Then, post guards!</p> <ol style="list-style-type: none"><li>1. A desk can be moved close to the classroom door as the "sentry post" so the students standing sentry can still take care of class work until someone comes to the door. Historically, guards stood sentry for 2 hours, and then had 4 hours off for a period of 24 hours. You, however, can choose a rotation that you feel comfortable with.</li><li>2. When someone comes to the classroom door, the sentry on duty challenges that person with the parole (1<sup>st</sup> word). The person at the door then responds with the countersign (2<sup>nd</sup> word). <i>Technically, the only people that should have a proper response are your students and any of your classroom staff.</i> You can handle those who do not know the countersign, "trespassers," like this:</li><li>3. The teacher's desk is the "guardhouse". Anyone not knowing the proper countersign is taken by the sentry to the guardhouse to be questioned about what business (s)he has in the room. The Sergeant then decides if the visitor's business is worthy enough to stay in the room, or if that the person needs to leave.</li></ol>

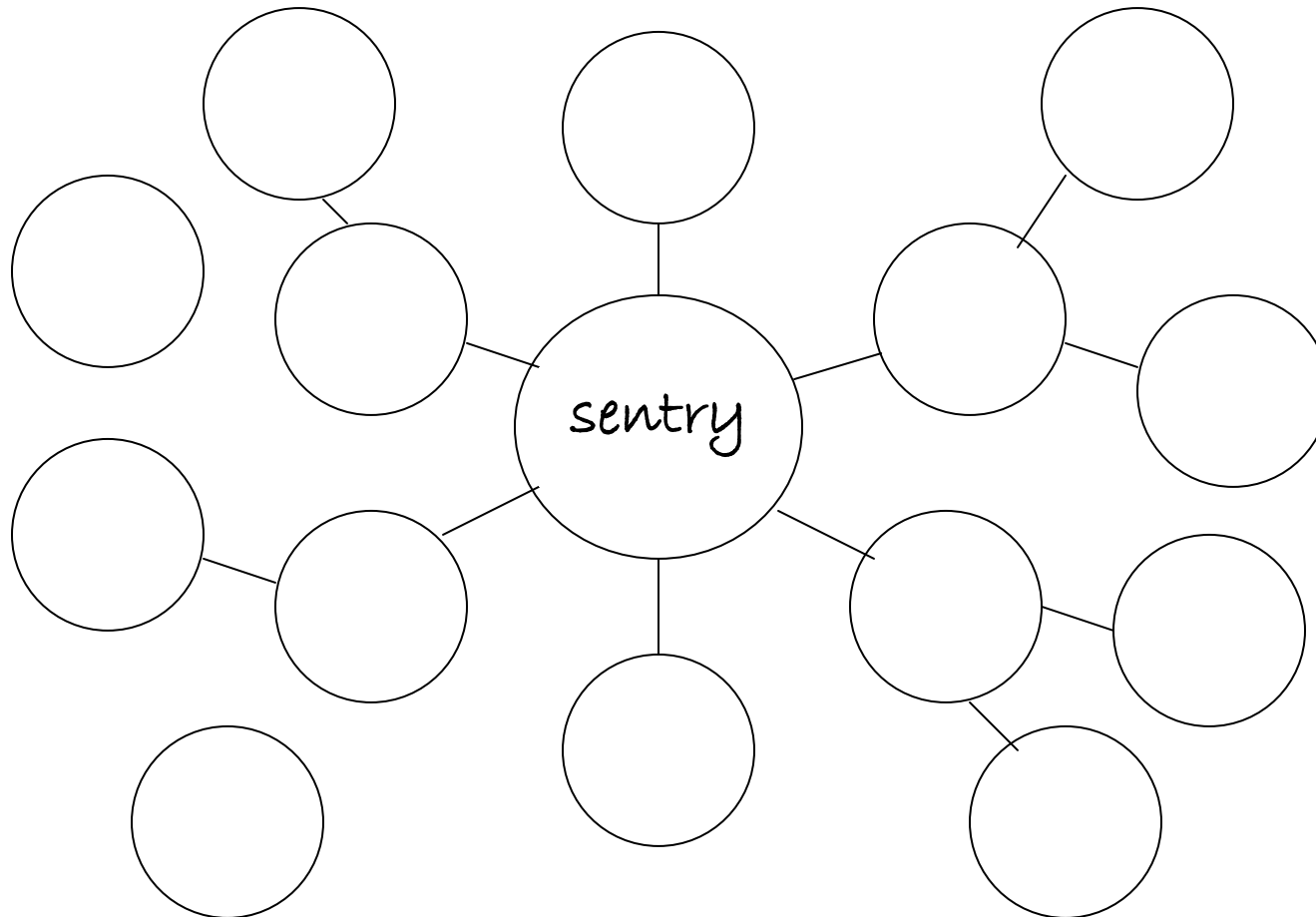


*Image of the British prison ship, Jersey*

## Student Handout: Lesson 2, Closure Activity (*Guard Duty*)

### Sentry Duty Word Web

You are part of the guard, or sentry, company for the next 24 hours! Take the next five minutes to decide what character traits a sentry should have. Put those words in the bubbles linked directly to the word sentry. Then, if that word bubble has additional bubbles linked to it, write an adjective in each bubble to describe that character quality.



## Lesson 3

### *What Would You Do If...?*

<b>Essential Question</b>	How do humans adapt to the resources available to them?
<b>Educational Goal</b>	To introduce the students to the concept of scarcity within the Continental Army.
<b>Behavioral Objectives</b>	Students will: <ul style="list-style-type: none"> <li>Solve a scarcity based problem as a small group.</li> <li>Discuss how problems such as these would affect individual soldiers and the Army as a whole.</li> </ul>
<b>New York State Core Curriculum (Social Studies)</b>	<p><b>Grade 4:</b> Geographic features that influenced the War</p> <p><b>Grade 5:</b> Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems can be used to study the economies and economic systems of the United States, Canada, and Latin America</p> <p><b>Grade 7:</b> Explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources.</p>
<b>New York State Social Studies Standards</b>	<p><b>Standard 4.1 (Elementary):</b> Know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.</p> <p><b>Standard 4.1 (Elementary):</b> Know that scarcity requires individuals to make choices and that these choices involve costs.</p> <p><b>Standard 4.1 (Intermediate):</b> Explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.</p> <p><b>Standard 4.1 (Intermediate):</b> Understand how scarcity requires people and nations to make choices which involve costs and future considerations</p>
<b>Prerequisites</b>	Lesson 1 "Enlistment Day" and Lesson 2 "What Does a Soldier Do?"
<b>Vocabulary</b>	<i>mess</i> - a group of 6-8 soldiers grouped together for distributing/cooking food, as well as for sharing available tents.
<b>Time</b>	30-45 min.
<b>Materials</b>	"Pack Your Pack" Activity Sheets (from Lesson 1), "What a Mess!" Activity
<b>Intro./Anticipatory</b>  Common Core Goals: Grade 4: SL.4.1b,c Grade 5: SL.5.1b,c Grade 7: SL.7.1b,d	What would you do if: <ol style="list-style-type: none"> <li>the electricity in your house went off and you needed to finish your homework?</li> <li>you were baking and only had a ¼ cup measuring cup, but needed 1 cup of flour?</li> <li>you were grounded from all electronics for 2 days and had free time?</li> </ol> <i>Feel free to continue with additional teacher and/or student generated scenarios.</i>
<b>Development</b>  Common Core Goals: Grade 4: W.4.2d; SL.4.1d Grade 5: W.5.2d; SL.5.1d Grade 7: W.7.1b,c; SL.7.3	<ol style="list-style-type: none"> <li>Introduce the term "mess".</li> <li>Divide class into groups of 6-8 students to represent mess groups, and have them move to separate areas of the room.</li> <li>Pass out "What a Mess!" sheets to each group, and have the groups choose a reader, recorder, etc. for the activity.</li> <li>Groups will have 15 minutes to prepare a solution to their problem.*</li> </ol> <p>* There is no right answer to the problem. This is a situation that many Continental soldiers found themselves in, which resulted in many different solutions.</p>
<b>Closure</b>  Common Core Goals: Grade 4: SL.4.4 Grade 5: SL.5.4 Grade 7: SL.7.4	<ol style="list-style-type: none"> <li>Mess groups share their solutions to the activity.</li> <li>Discuss with group any frustration they might have had with the activity. situation. Also discuss any consequences that could come of the choices that each group made.</li> <li>Discussion questions: <ul style="list-style-type: none"> <li>Think back to the things that the Army promised you before you enlisted. What were they?</li> <li>During this activity, did you get everything you were promised?</li> <li>How did this make you feel?</li> <li>After this experience, how will you adjust to being a soldier from now on? Why?</li> </ul> </li> </ol>

## Student Handout: Lesson 3, Development Activity

### ***What a Mess!***

Your regiment has just decided on a place to bed down for the evening after a long day's march. You are very hungry because you haven't eaten since dinner last night, and anxiously look into your haversack (food bag), only to find a small chunk of bread and some dried peas and rice. ***What are you going to do?*** First, you look around and find a soft piece of ground to sleep on for the evening, then you and a couple of your friends make a plan to fill your bellies. This is what you see:

- A small group of trees to the South. The trees have lots of bushes and seedlings growing around them. You notice that some of the trees and bushes have berries, and that some of the berries look familiar to you - others do not.
- A stream to the North. The water is clear, and about every 5 minutes or so, you see a fish swimming by.

You and your group have 15 minutes to make a plan for the meal to keep with the time schedule your Captain has for the evening. Use the back of this sheet to record your group's plan.

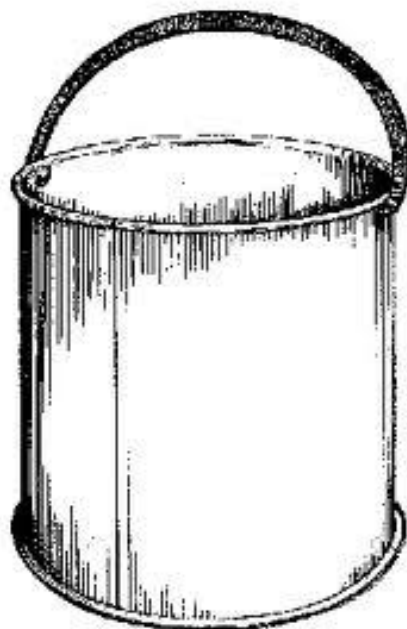
#### ***You may use:***

- anything that you have in your haversacks
- anything that you have in your packs (*Use your "Pack Your Pack" Activity Sheet*)
- anything from the surrounding area that you think might help you prepare or enhance your meal
- your mess group's army-issued camp kettle, just like the one below

#### ***You may not:***

- Fire your musket. This is a waste of ammunition and gunpowder.

***Good luck and stay safe!***



## Lesson 4

### *Marching Orders!*

<b>Essential Question</b>	What role did Fort Stanwix play in the American Revolution?
<b>Educational Goal</b>	To introduce students to the history of Fort Stanwix.
<b>Behavioral Objectives</b>	Students will – <ul style="list-style-type: none"> <li>• Research Fort Stanwix through various websites.</li> <li>• Prepare and give short presentations on Fort Stanwix.</li> </ul>
<b>New York State Core Curriculum (Social Studies)</b>	<p><b>Grade 4:</b> The war strategy: Saratoga and other local battles</p> <p><b>Grade 5:</b> Important historic figures and groups have made significant contributions to the development of Canada, Latin America, and the United States</p> <p><b>Grade 7:</b> Complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups.</p>
<b>New York State Social Studies Standards</b>	<p><b>Standard 1.3 (Elementary):</b> Identify individuals who have helped to strengthen democracy in the United States and throughout the world.</p> <p><b>Standard 1.3 (Intermediate):</b> Describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic documents.</p>
<b>Prerequisites</b>	Lessons 1-3
<b>Vocabulary</b>	<i>garrison</i> – v. to inhabit a fort (In 1776, the 3 <sup>rd</sup> New Jersey Regiment was the first group sent rebuild and <u>garrison</u> Fort Stanwix during the American Revolution.) <b>OR</b> n. the group of soldiers assigned to a military post (The <u>garrison</u> of Fort Stanwix was not prepared for the winter ahead.)
<b>Time</b>	1 hour
<b>Materials</b>	Computers, Regimental Orders sheet, paper
<b>Intro./Anticipatory</b>  <i>Common Core Goals:</i> Gr. 4: SL.4.3 Gr. 5: SL.5.3 Gr. 7: SL.7.1d	<ol style="list-style-type: none"> <li>1. Announce to the students that their orders have come in for their first duty station.</li> <li>2. Read the “Regimental Orders” sheet to the class.</li> </ol>
<b>Development</b>  <i>Common Core Goals:</i> Gr. 4: RI.4.3 Gr. 5: RI.5.3 Gr. 7: RI.7.1	<p>Students, in pairs or groups, explore Fort Stanwix via the Internet for 30 minutes. This is meant to be like a scavenger hunt for them to discover whatever they can about the site before they get here. There are many good websites about the fort that come up through various search engines. If someone is having trouble finding information, or you want to verify information, the park’s website is <a href="http://www.nps.gov/fost">www.nps.gov/fost</a>.</p> <p>Guiding questions:</p> <ol style="list-style-type: none"> <li>1. Which famous traitor helped Fort Stanwix? How?</li> <li>2. What other name did Fort Stanwix have during the American Revolution?</li> <li>3. Where is the fort?</li> <li>4. Why was the fort built?</li> <li>5. How are Fort Stanwix and Saratoga connected during the American Revolution?</li> </ol>
<b>Closure</b>  <i>Common Core Goals:</i> Gr. 4: SL.4.4 Gr. 5: SL.5.4 Gr. 7: SL.7.4	Students/student groups report their findings about the fort to the class, the “garrison” of Fort Stanwix during their visit.

## Teacher Resource: Lesson 4, Introductory Activity

### *Regimental Orders*

*, 1778*

*The Third New York Regiment under the Command of Colonel Peter Gansevoort and Lieutenant Colonel Marinus Willett is hereby ordered to garrison Fort Schuyler, formerly known as Fort Stanwix. You will be expected at the post on (date of field trip), where someone from the garrison will be awaiting your arrival.*

*Let it be known that the parole and countersign for your group will be **America/Victory**. Be prepared to answer any sentries that may challenge you.*

*Since the Fort's glorious victory over the enemy during last year's siege, many news articles have been written about it. Unlike previous garrisons, you have the occasion to learn about the fortress before your service there. You will receive instructions on how to go about the study. Use this opportunity to view as much as you can before your march begins.*

*Safe Journey-*

*Signed,*

*Horatio Gates, Northern Department Commander*

## Teacher Resource: Pre-Visit Extension Activity

# *Make Your Own Haversack*

Carry your lunch like a Continental Soldier!

### Materials:

Cotton muslin, yarn, large eyed needle, button.

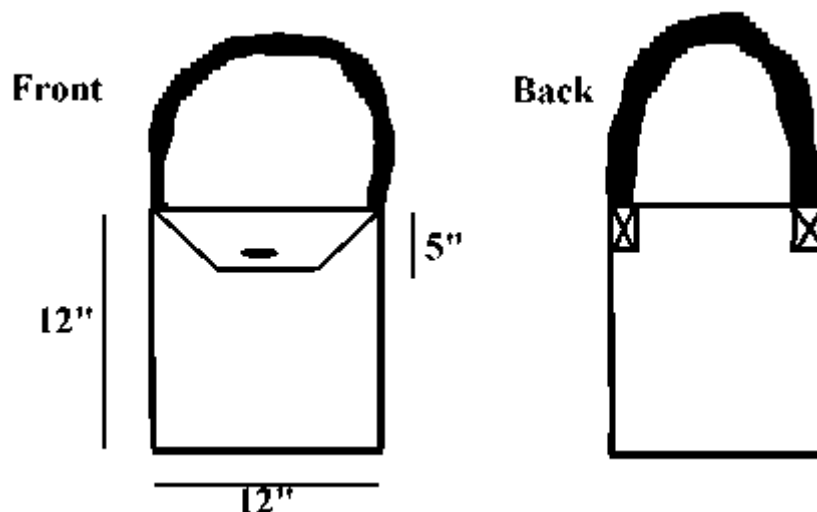
### Dimensions:

29"l x 13"w (body of haversack).

20"l x 3"w (strap).

### Construction:

1. Fold fabric so that there is 5" extra on top. (This will become the flap.)
2. Stitch the sides together. Stitches should be close enough together to hold in utensils and food.
3. Attach strap to back of haversack with large "X" stitches.
4. Make a slit on the flap for the button hole and attach button to front of haversack.
5. Students should sew or write their initials on the flap for identification.



## Teacher Resource: Pre-Visit Extension Activity

### *Field Rations*

Many times when a regiment was going on a march, they would receive 3 days rations which they would have to prepare before leaving. These original field rations, which typically consisted of boiled beef, bread, and cheese, can be very easily replicated by you and your students for your Soldier's Day visit.

If you would like to be authentic with your "midday rations", may we suggest:

Very Easy – Many "Lunchables" contain meat, cheese, and cracker combinations

Easy – **Meat:** chunks of ham, turkey, roast beef

**Cheese:** any block cheese that is available

**Bread:** 1 lb. round loaves (preferably multi-grain) or sourdough rolls, crackers

**Fruits/Veggies:** either dried or fresh fruit, and/or fresh vegetables (a great research project would be to only bring the in-season produce)

**Drink:** water or fruit juice

*If you are feeling adventurous, try making this for the meat option:*

### **Boiled Beef**

This recipe calls for 1 lb. beef per person, but may be scaled to suit your needs. You will need a 2-3 quart pot, a stove to cook on, and adult supervision to safely prepare your boiled beef.

#### **Ingredients:**

**1 lb. beef (not ground beef)**

**More than 3 Tbsp. salt or salt substitute**

**Water to cover**

**Chunk beef into 1-inch cubes. Place beef and salt into pot. Add enough water to cover beef. Boil for 1 hour. (More water may need to be added throughout this time.) When the hour is up, allow the beef to cool in the salt water. Finally, place beef into plastic bag and sprinkle with either more salt or salt substitute for flavoring.**

## Post-Visit Lesson

### A Letter “Home”

<b>Essential Question</b>	How did serving in the American Revolution change the soldiers' lives?
<b>Educational Goal</b>	To demonstrate comprehension of life in the Continental Army based on their Soldier's Day experience
<b>Behavioral Objectives</b>	Students will – <ul style="list-style-type: none"> <li>As a class, list at least 10 significant aspects of the onsite experience</li> <li>Using the class list, choose three to use as paragraph topics</li> <li>Write a letter “home” describing their experience as a Continental Soldier, highlighting their experience with the three supporting details from their visit to the park</li> </ul>
<b>New York State Core Curriculum (Social Studies)</b>	<b>Grade 4:</b> Effects of the Revolutionary War <b>Grade 5:</b> Different people living in the Western Hemisphere may view the same event or issue from different perspectives. <b>Grade 7:</b> Economic, political, and social changes brought about by the American Revolution
<b>New York State Social Studies Standards</b>	<b>Standard 1.4 (Elementary):</b> Consider different interpretations of key events and/or issues in history and understand the differences in these accounts. <b>Standard 1.4 (Intermediate):</b> Understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives <b>Standard 2.4 (Elementary):</b> Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world. <b>Standard 2.4 (Intermediate):</b> Investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions.
<b>Prerequisites</b>	Pre-Visit Lessons 1-4, Onsite Soldier's Day Experience, graphic organizer (teacher/student choice)
<b>Vocabulary</b>	none
<b>Time</b>	45-60 min.
<b>Materials</b>	Optional: any of the pre-visit materials (for reference)
<b>Intro./Anticipatory</b>  <i>Common Core Goals:</i> Grade 4: SL.4.1a-d Grade 5: SL.5.1a-d Grade 7: SL.7.4	<b>Brainstorm</b> As a whole group, students will identify significant aspects of their Continental Army experience in the Soldier's Day program. <i>Topic suggestions, if necessary:</i> <ul style="list-style-type: none"> <li>What they did as a Continental soldier</li> <li>Emotions</li> <li>Highlights of their “enlistment”</li> </ul>
<b>Development</b>  <i>Common Core Goals:</i> Grade 4: W.4.8 Grade 5: W.5.8 Grade 7: W.7.5	<b>Pre-Write</b> Students will - <ul style="list-style-type: none"> <li>Choose three topics from the class list to support their “enlistment” experience</li> <li>Use a graphic organizer to plan the writing piece</li> </ul>
<b>Closure</b>  <i>Common Core Goals:</i> Grade 4: W.4.3a-e Grade 5: W.5.3a-e Grade 7: W.7.4	<b>Write</b> From the point of view of a Continental Soldier, write a letter home to parents, siblings, friends, etc. The final piece should be written in a “friendly letter” format, and include topics and supporting details chosen from their experience in the Soldier's Day program.

